EDSP 5366
Seminar: Full Individual Evaluation

Course: EDSP 5366
Semester and Year: Summer 2025
Time: Online
Location: Online

Instructor Information:

Frank Dykes, Ed.D.
Professor
Office: BEP 238
Virtual Office Hours: By appointment
Email:fdykes@uttyler.edu (preferred method of contact)

It is my desire that each of you profits from this course. Please contact me via e-mail or meet with me by appointment if you need any assistance.

Course Catalog Description:

A study of major standardized instruments utilized in the full individual evaluation of language, sociological, physical and behavioral/emotional areas, intellectual functioning and adaptive behavior, educational achievement, and learning competencies. Clinical and field experience in administration, scoring and interpretation, comparisons with intellectual functioning for determining the existence of a handicapping condition, report writing and educational prescriptions are included. **Prerequisite:** EDSP 5364 and EDSP 5365

Major area: **Special Education – Educational Diagnostician**

Student Learning Outcomes

The following student learning outcomes are aligned with the standards as delineated by the specific learning outcomes of the Educational Diagnostician State Board for Educator Certification (SBEC) and the Council for Exceptional Children (CEC) Advanced Special

Education Diagnostic Specialist Standards.

Objectives/Learning Outcomes	Standards: SBEC *CEC*
The learner will acquire knowledge of the following in order to properly engage in diagnostic evaluations using developmental assessments:	
Establish a proper testing environment	Domain I, II, IV— Standard V *SEDS.1.K1*
Administer and score the designated instruments including the *WJ IV Cognitive and CTOPP 2*	Domain I,II, IV— Standard VI *SEDS.1.S2*
Interpret test results	Domain I, II, III, IV— Standard VI Domain I, II, III, IV— Standard IV Domain I, II, III— Standard X *SEDS.1.S1* *SEDS.1.S1*
Understand and identify the legal and ethical considerations in assessment	Domain I, II, IV— Standard I Domain I, III, IV— Standards I, II *SEDS 1.K1-SEDS.1.K9* *SEDS.5.K1*
Understand and apply CHC Theory	Domain I, II, IV— Standard X — Standard VI Domain I, III— Standard I *SEDS.1.S3*

Write full and individual assessments based on assessment results.	<u>Domain I, III, Standard VI</u> *SEDS.3.S1* *SEDS.3.S2*
Understand the 4 pillars of assessment.	Domain I, II, ,IV- Standard IV SEDS.1.S1 SEDS.1.S2 SEDS.1. S3
Write evidenced-based recommendations appropriate for learners based on assessment results.	Domain I, II, IV -Standard IV Domain I, II, IV Standard VI, VII SEDS.1.S6 SEDS.3.S1 SEDS.3.S2

Evaluation and Grading:

Zoom Conferences, Test Narratives, Quizzes, Video Reflection	20%
WJ IV #1-3 Administrations	20%
WJ IV #4 Administration	30%
Interpretive Report	20%
CTOPP Administration	10%

Grading Scale:

A= 90-100%

B= 80-89%
C= 70-79%
D= 60-69%
F= 0-59%

<mark>Last Day to Withdraw: July 10</mark>

Keep track of your scores for the course through Canvas's Student Tools folder.

Your grade will be determined based on your performance on particular assignments and/or category of assignments, which are weighted according to the percentage specified

It is my policy not to discuss grades via email. If you need to discuss a grade issue, please email me to schedule a Zoom conference. This will allow us time to review your concern and allow me to give you my undivided attention.

Description of Course Assignments, Evaluation, and Grading:

1. **Zoom Video-Conferences:** You will participate in two Zoom Conferences during the semester. The primary purpose of these video-conferences is to facilitate conversations about assessment and course assignments/activities. The secondary purpose is to build an on-line community of learners **(2 @ 75 points each = 150 points)**

2. **Quizzes**: After you have completed the assigned reading, a quiz (as noted on the course schedule) will be taken over the material read. **(3 @ 10 points each = 30 points). For example: chapter readings, outside reading assignments, articles, video clips, Canvas lectures, assignments/activities, etc.**

3. **WJ IV #1 Tests of Cognitive Abilities Protocols:** You will administer the WJ IV Tests of Cognitive Abilities. WJ IV #1 consists of the following:
   a. WJ IV Tests of Cognitive Abilities (Video Record) <mark>**119**</mark> **points**
   b. Testing Narrative: **10 points**
   c. Must use an <mark>elementary student.</mark> See participation guideline page for age/grade range.

4. **WJ IV #2 Tests of Cognitive Abilities Protocols:** You will administer the WJ IV Tests of Cognitive Abilities. WJ IV #2 consists of the following:
   a. WJ IV Tests of Cognitive Abilities (Video Record) <mark>**119 points**</mark>
   b. Must use a <mark>secondary student</mark>. See participation guideline page for age/grade range.

5. **WJ IV #3 Tests of Cognitive Abilities Protocols**
   a. WJ IV Tests of Cognitive Abilities#3 (Video Recorded) <mark>**119 points**</mark>
   b. CTOPP 2 **28 points**
   c. Must use an <mark>elementary student</mark>. See participation guideline page for age/grade range.
   d. You will use the CTOPP and WJ IV #3 for your interpretive report.

6. **WJ IV Video Test Administration (Final):** You will video record the final test administration for this course. WJ IV Video Test Administration consists of the following.
    a. WJ IV Test of Cognitive Abilities (Video Recording) **250 points**
    b. WJ IV Test Administration (Scoring) **119 points**
    c. Must use a secondary student. See participation guidelines for age/grade range.
    d. Video Self Evaluation-- Narrative **25 points**
7. You will administer the WJ IV to a specified client. WJ IV #4 consists of the following:
    a. a. Even though you will be evaluated according to the video administration rubric, you are still required to score and submit WJ#4 protocol and scoring analysis pages.
    b. WJV **#4 is a benchmark assessment in our program.** You must earn a score of 90% on WJ #4 that demonstrates your proficiency of test administration. If you do not obtain a 90% on the highest grade you can earn in the class is a grade of "B". If you do not achieve a 90% on this administration, an Individual Academic Remediation Plan will be drafted.
    c. e. If you have raw score errors on WJ#3 (or the test administration prior to the benchmark assessment), the benchmark assessment will be based on 2 criteria (1) scoring rubric and (2) video administration. You will need to obtain a 90% on both rubrics in order to earn a grade of "A" in the course. If you do not obtain a grade of 90% or higher on both rubrics, an Individual Academic Remediation Plan will be drafted.
    d. f. If your grader/coach/instructor has significant concerns about your test administrations (with or without raw score errors on WJ #3/test administration prior to the benchmark assessment) your benchmark assessment will be based on 2 criteria (1) scoring rubric and (2) video administration. You will need to obtain a 90% on both rubrics in order to earn a grade of "A" in the course. If you do not obtain a grade of 90% or higher on both rubrics, an Individual Academic Remediation Plan will be drafted.

8. **Interpretive Reports (100 points):** You will write one interpretive report using based on a child you have administered the *WJ IV Cognitive* and *CTOPP 2* to during the semester in which you are currently enrolled. As part of this assignment, you are required to conduct an in-depth interview with the parent/guardian and student to collect the necessary information for the report. The report must include interpretation of testing data including qualitative notes/observations, eligibility recommendations, and evidence-based recommendations.

9. **Self -Evaluation of Video Administration (25 points):** You are required to video-record the final test administration of the WJ IV Test of Cognitive Abilities. As part of this project, you will complete a self-evaluation of the test administration. The critique must include a summary of performance on each subtest and overall strengths and weaknesses.

All video-recordings must be uploaded to Edthena.

You are allowed ONE rescore opportunity per semester. If a student makes a raw score error on an already rescored test administration, the

Assignment Submission Guidelines/Requirements:

1. All protocols will be submitted with a digital recording of the administration as well as informed consent, scoring rubrics that have been self-evaluated, and testing narratives. *NO protocols will be graded without these items.*

   Items to be submitted with Protocols
   - Consent for Testing *(Consent must be completed fully (this includes signature, dates, phone numbers, etc. of the graduate student and parent)—failure to do so will result in a grade of zero for protocol)*
   - Protocols (Record Forms & Student Response Booklets)
   - Video Recording of Test Administrations
   - WJ Scoring Report
   - Testing Narrative
   - Scoring Rubrics
   - ☐

2. **Participant Guidelines:** Participants must be chosen according to the "Participant Guidelines" noted at the end of the syllabus. Failure to choose participants according to the stated guidelines will result in a grade of a zero for the respective protocol administrations.

3. **Intelligence Testing Narrative:** Each protocol submission must be accompanied with a narrative documenting the individual assessment session. *A template for the testing narrative will be reviewed in class and is expected to be used for each test administration.*

4. **Self-Evaluation of Scoring Rubric:** Each protocol submission must be accompanied a self-evaluation of your performance of the test administration according to the criterion reflected on the protocol scoring instrument.

The final grade of the course will be determined by overall competency, with major emphasis placed on reports and testing skills. Competency also includes your *(a) professional and ethical development; *(b) preparation before testing; (c) ability to accept constructive criticism; *(d) interpersonal relationships with fellow students, teaching assistants, and instructor; (e) promptness in turning in materials to be evaluated, and (f) overall maturity and clinical skills.

Teaching Strategies:

1. Approximately 3/4 of the course time will be devoted to administration of specific tests, test data interpretation, legal and ethical assessment considerations, assessment process, and report writing.

Basic testing procedures used in each will be demonstrated to the class. Then students will learn the necessary procedures and practice administering the instruments.

2. The remainder of the course will be devoted to determining appropriate methods of assessing school-aged children, completing the assessment procedures,interpreting data, and writing individual diagnostic reports for use in instruction.

Required Texts:

Schrank, F. A., Decker, S. L., & Garruto, J. M. (2016). *Essentials of WJ IV Cognitive Abilities Assessment.* Hoboken, NJ: John Wiley and Associates.

FREE TEXT:
https://ebookcentral.proquest.com/lib/uttyler/detail.action?docID=4451994

In addition to the text, you need to purchase an Edthena license. If you have purchased a yearly license, you do not need to purchase it again. If you do not have a license to Edthena, please purchase one (https://www.edthena.com). This will also be discussed in our first Zoom meeting.

Course Policies:
- **People First Language/Class Etiquette:** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class we will strive to use "people first" language at all times. "People First" language always refers to the person first and not as a label or a category. For example, refer to "a student with autism" an not "an autistic child.

- **Safe Zone:** I consider this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is my expectation that ALL students consider the classroom a safe environment.

- **Communication:** You'll need to log in to Canvas regularly (at least once a week) to view that week's assignments and check announcements and the Coffee & Conversations discussion board – this is a forum in Canvas that is for you to pose questions and general musings about the course. Before emailing me with questions, please post them here because 1) your classmates will respond more quickly with an answer, and 2) everyone in the class has the benefit of that answer. I will check this board periodically and answer any questions that have not been answered by your classmates or that still seems to be unclear. I encourage you to use Coffee and Conversations as an environment to interact with and support one another throughout the semester.

If you need to email me privately, I normally respond to emails within 24 hours

during the week, and up to 48 hours on a weekend. If you email me over a weekend, holiday break, or semester break, there may be a longer response time.

Also, it is my policy to discuss grades in a live, one-on-one meeting so that we can clearly communicate and I can hear your perspective and you can hear mine

- **Course Organization and Frequent Logins:** This course is organized into learning modules. The modules will open Mondays at 6:00 a.m. and close Sundays at 11:59 p.m. unless otherwise noted. Because this is an online course, on-campus attendance is not applicable. However, you must demonstrate self-motivation and be disciplined to complete the course activities and assignments in a timely manner. Thus, frequent (not less than once a week) logins to the course are expected.

- **Late assignments:** Because this is an online class, you have a lot of flexibility in where and when you complete many of your assignments. You have many opportunities to submit the assignment on time throughout the week. ***You will need to be proactive and plan ahead to submit assignments on time even if you are temporarily unavailable or your student/client is temporarily unavailable (i.e. illness, vacations, family emergency, weddings, funerals, etc.).*** At the end of this program, you will be an educational diagnostician. Special education directors are very firm about due dates. The consequences of not meeting due dates are serious and can be cause for contracts not being renewed.

  Assignments are due Sundays at 11:59 p.m. as determined by the module schedule. ==***Late assignments will not be accepted unless you have made prior arrangements with me 48 hours in advance of the due date/time.***== Assignments and due dates are noted on the course schedule located in the syllabus.

  There will be <u>NO make-up activities or exams</u> for this course unless there is an extended emergency that encompasses more than the time allowed in the module.

  Relevant documentation must be submitted (i.e. doctor's note) in the event of a make-up activity to receive full credit.

- **Zoom Conferences:** Zoom conferences are face-to-face class meetings. Thus, face-to-face class etiquette will apply. Please create a distraction free environment while in our meeting. Zoom Conferences will begin at the time scheduled and will last approximately 30 to 45 minutes. During the time of your Zoom conference you are expected to be in attendance for the duration of the meeting and actively contribute to the conversation. Attendance points will be deducted for late arrivals, exits and reentries, and significant interruptions during the meeting. Please take note of the following guidelines:

    a. Please make sure that you have access to a web-cam. We want to see your bright smiling face.
    b. Make plans to sign in early and have your technology working before the start of the meeting.
    c. If you have family members and or children in the home, please inform them that Zoom conferences are face-to-face class sessions and that you are expected to actively participate and contribute to the discussion without interruptions.
    d. Please plan to attend the entire Zoom conference and contribute to the meeting. That is, have family activities, obligations, and childcare organized and taken care of before signing in for the meeting.

- **Contract for Test Administration:** You will be required to initial and sign a contract for test administration prior to the first test administration in this course.

- **Written assignments:** Possessing the ability to clearly communicate in writing is an essential skill in our jobs as educational diagnosticians for the children and families we serve. Therefore, written assignments must be typed using double spacing lines and have page numbers. In addition, work submitted must reflect a professional quality in terms of scope, depth, writing mechanics, and appearance. Proofread all assignments as only materials with minimal or no errors will receive high scores.

- **Canvas:** You will access class lectures, assignments, grades, and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas.

- **Technology:** Because this is an online course, you are expected to possess basic technology skills. However, if you are struggling with technology, please post your questions on coffee and conversations, or in many cases you can find answers to your question on Google or other search engines. For issues related to Canvas, please contact IT Support at itsupport@uttyler.edu

- **Ethical Principles:** All testing and handling of test materials, examinees, and information obtained will be in accordance with the American Psychological Association's Ethical Principles for Psychologists or the American Association for Counseling and Development. Falsification of records is subject to serious consequences. Any violation of these guidelines will result in failure of this course and possible dismissal from the program.

- **Consent for Testing:** Before assessing or interviewing any child or adult, you must obtain informed consent. Consents must be submitted with the respective protocols. The Consent for Evaluation Form is included in this syllabus. If informed consent is not obtained and included with each assessment, a grade of zero will be recorded.

- **Test Kits:** You are responsible for locating the required test instruments for EDSP 5366. You will need to borrow test instruments from your school district or local service center to meet the requirements of this course. UT Tyler is not responsible for any agreement that may be entered into between the district and the student as it relates to test instrument use. In the event that you are unable to locate a test instrument, you may check out test instruments from UT Tyler according to the test kit checkout guidelines. There are a limited number of available test kits and will be available on a first come first served basis.

- **Protocols:** Protocols for the assessment instruments required in EDSP 5366 will be posted on Canvas. Protocols that are posted are to be used only for the purposes of this course and cannot be used for any other purpose.

- **Participant/Client Selection:** You are required to find your own clients in which to administer the assessment instruments required for EDSP 5366. When selecting participants/clients, you *must follow the Participant Guidelines* that are noted at the end of the syllabus. Failure to do so will result in significant

reduction in grade and/or a grade of a zero.

College of Education and Psychology

Core Purpose of College of Education and Psychology:
To prepare competent, caring, and qualified professionals in the fields of education, psychology and counseling, to foster discovery and to advance the knowledge base in our respective disciplines.
Vision
The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.
Mission
The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education is committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

Texas Educator Standards

Title 19: Chapter 149, Subchapter AA

Rule: 149.1001

(a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

(b) Standards.
(1) Standard 1: Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.
  (A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.
    (i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
    (ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
    (iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.
  (B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.
    (i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
    (ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
    (iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.
  (C) Teachers design lessons to meet the needs of diverse learners, adapting methods when

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appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2: Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(iv) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development. Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(v) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(vi) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.

(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline.

(ii) Teachers make appropriate and authentic connections across disciplines, subjects,

and students' real-world experiences.

(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

  (A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

     (i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

     (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

     (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

  (B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

     (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

     (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

  (C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

     (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

     (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.

     (iii) Teachers cultivate student ownership in developing classroom culture and norms.

  (D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

     (i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

     (ii) Teachers maximize instructional time, including managing transitions.

     (iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

     (iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

  (A) Teachers implement both formal and informal methods of measuring student progress.

     (i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

     (ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

  (B) Teachers set individual and group learning goals for students by using preliminary

data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other

opportunities.

  (D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

    (i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

    (ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

    (iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

Code of Ethics and Standard Practices for Texas Educators

	Texas Administrative Code
TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247	EDUCATORS' CODE OF ETHICS
RULE §247.2	*Purpose and Scope; Definitions*

(b) Enforceable Standards.

    (1) Professional Ethical Conduct, Practices and Performance.

      (A) *Standard 1.1.* The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

      (B) *Standard 1.2.* The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

      (C) *Standard 1.3.* The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

      (D) *Standard 1.4.* The educator shall not use institutional or professional privileges for personal or partisan advantage.

      (E) *Standard 1.5.* The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

      (F) *Standard 1.6.* The educator shall not falsify records, or direct or coerce others to do so.

      (G) *Standard 1.7.* The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

      (H) *Standard 1.8.* The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

      (I) *Standard 1.9*. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) *Standard 1.10* The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) *Standard 1.11*. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) *Standard 1.12*.The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) *Standard 1.13*. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) *Standard 2.1.* The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) *Standard 2.2.* The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) *Standard 2.3.* The educator shall adhere to written local schoolboard policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) *Standard 2.4.* The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) *Standard 2.5.* The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) *Standard 2.6.* The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) *Standard 2.7.* The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) *Standard 3.1.* The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) *Standard 3.2.* The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) *Standard 3.3.* The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) *Standard 3.4.* The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) *Standard 3.5.* The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) *Standard 3.6.* The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) *Standard 3.7.* The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or

illegal/unauthorized drugs in the presence of the educator.

(H) **Standard 3.8.** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) **Standard 3.9.** The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electroniccommunication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

  (i)   the nature, purpose, timing, and amount of the communication;
  (ii)   the subject matter of the communication;
  (iii) whether the communication was made openly or the educator attempted to conceal the communication;
  (iv)   whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
  (v)   whether the communication was sexually explicit; and
  (vi)   whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student

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Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

STATE BOARD FOR EDUCATOR CERTIFICATION (SBEC) STANDARDS FOR EDUCATIONAL DIAGNOSTICIANS

Standard I: The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

Standard II: The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

Standard III: The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

Standard IV: The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

Standard V: The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

Standard VI: The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

Standard VII: The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

Standard VIII: The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

Standard IX: The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

Standard X: The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

CEC ADVANCED SPECIALTY SET:
EDUCATIONAL DIAGNOSTICIAN SPECIALIST STANDARDS
Adopted July 2020

Advanced Standard 1 – Assessment. Educational diagnosticians demonstrate best practices of assessment, procedures, and report writing. It is critical that nonbiased assessment procedures are used in the selection of instruments, methods, and procedures for individuals with exceptional learning needs. Educational diagnosticians apply their knowledge and skill to all stages and purposes of evaluation including: prereferral and screening, recommendations for special education eligibility, monitoring and reporting learning progress in the general education curriculum, and other individualized educational program goals.

Advanced Standard 2 – Curricular Content Knowledge. Educational diagnosticians seek to deepen their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning.

Advanced Standard 3 – Programs, Services, and Outcomes. Educational diagnosticians apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs. They advocate for a continuum of program options and services to ensure the appropriate instructional supports for individuals with exceptional learning needs.

Advanced Standard 4 – Research and Inquiry. Educational diagnosticians know models, theories, and philosophies, and research methods that form the basis for evidence-based practices in special education. They use educational research to improve instructional techniques, intervention strategies, and curricular materials.

Advanced Standard 5 – Leadership and Policy. Educational diagnosticians learn to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. They promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs.

Advanced Standard 6 – Professional and Ethical Practice. Educational diagnosticians are guided by the professional ethics and practice standards. They have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They create supportive environments that safeguard the legal rights of students and their families. They model and promote ethical and professional practice.

Advanced Standard 7 – Collaboration. Educational diagnosticians have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and use this deep understanding to integrate services for individuals with exceptional learning needs. They also understand the significance of the role of collaboration for both internal and external stakeholders, and apply their skill to promote understanding, resolve conflicts,

and build consensus among both internal and external stakeholders to provide service to individuals with exceptional learning needs and their families.

EDSP 5366- TOPICAL OUTLINE
Long Summer 2025

Date	Topic	Readings/Assignments	What's Due
May 12- May 18 **Course Orientation**	Course Orientation/Syllabus and Course Expectations / Overview of the WJ IV Cognitive Test Admin Contract	Read Chapters 1-2 in the WJ IV Manual Read pages 1-18 in Essentials book View WJ IV Overview Lecture Complete Test Admin Contract	*Quiz # 1* *Test Admin Contract* *Zoom #1 Time Selections*
Week # 2 May 19-May 25 **WJ IV Subtest Administration**	Administration of the WJ IV Cognitive Subtests	Read Chapters 3-4 in WJ IV Manual Read pages 22-78 in Essentials View WJ IV Subtest Administrations - Standard and Extended	*Quiz # 2* <mark>Zoom Conference #1</mark>
Week # 3 May 26-June 1 **WJ IV Scoring**	Computing the Raw Scores & WJ IV Interpretations	Read Chapter 5 in WJ IV Manual Read pages 81-210 in Essentials View Scoring Video	*Quiz # 3*
Week # 4 June 2-8 **Field Week**	<mark>FIELD WEEK</mark> **TESTING** <mark>WJ IV #1</mark>	Administer/Score WJ IV# 1 Videotape and submit to Edthena	**WJ IV #1 Cognitive Due**
Week #5 June 9-15 **Test Narrative**	<mark>FIELD WEEK</mark>	Write Test Narrative #1	**WJ IV #1 Test Narrative Due**
Week # 5 June 16-22- **WJIV Administration**	<mark>FIELD WEEK</mark> **TESTING** <mark>WJ IV #2</mark>	Conduct WJ IV #2 Videotape and submit to Edthena	**WJ IV #2 Cognitive Due**
Week # 6 June 23-29 **CTOPP-2**	**<mark>FIELD WEEK</mark> TESTING** CTOPP 2 Overview, Subtest Administration, and Scoring Profile	View CTOPP 2 Overview Lecture View CTOPP 2 Subtests Administrations Lecture View CTOPP 2 Scoring Lectures	**CTOPP-2 Due**
Week # 7 June 30- July 6 **WJIV Administration**	<mark>FIELD WEEK</mark> **TESTING** **WJ IV#3**	Administer/Score WJ #3 Videotape and submit to Edthena (Video WJ ONLY) <mark>MUST USE THE SAME STUDENT THAT YOU USED FOR THE CTOPP</mark>	**WJIV#3 Due**
Week # 8 July 7-13 **Field Week**	<mark>FIELD WEEK</mark>	Interpretive Report	**Interpretative Report Due** <mark>Zoom #2</mark>
Week # 9 July 14-20	<mark>FIELD WEEK</mark> **WJ IV #4** <mark>WJ IV #4</mark>	Administer/Score WJ IV #4	**WJIV#4 Due**
Week # 10 July 21-27 **Field Week**	**SELF EVALUATION**		**Video Self Evaluations Due**

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Participant Guidelines

1. In seeking volunteers to serve as subjects for examination, the student should keep in mind four groups of individuals who should **not** be used as subjects: persons who are related to the student or with whom she or he has a close personal relationship (children of the graduate student may **NOT** be used as participants for testing); persons the student has any reason to believe might need a psycho-educational evaluation during the next six months; persons who will not sign a release giving up their right to see specific test results; and children of other graduate students currently enrolled in EDSP 5366.

2. Throughout the semester you must select different participants to administer the required test administrations. That is, each test administration must be a different participant that was tested.

3. Because the graduate student does not know which grade level he/she may be working at when they are employed as an educational diagnostician, a variety of different aged children as testing participants is required for this course. **The following are the specified ages/grades in which the graduate student must select to administer the specific assessment instruments to:**

    a. **Elementary** (Seven years of age or older and in 1st-5th)-- WJ IV#1
    b. **Secondary: (**Middle or HS child no older than 17 years– WJ IV #2
    c. **Elementary** (Seven years of age or older and in 1st-5th)—WJ IV #3
    d. **Secondary:** (Middle or HS child no older than 17 years)-WJ IV #4

4. When testing children, the student **must** obtain permission to do so from a parent or legal guardian. Failure to do so is a serious infraction and could result in the student being asked to withdraw from the course or the receipt of a failing grade.

5. Informed written consent needs to be obtained from adult examinees, as well. Consent forms pertaining to this course assignment are provided within this syllabus.

6. Material obtained from examinees is to be treated as **confidential**,

meaning the student should identify subjects by their initials or pseudonyms on reports.

7. The student will make no recommendations for psychological or medical treatment to the examinee, parent, or legal guardian on the basis of his or her evaluation. Test results should not be shared with the examinee or guardian.

Minor (Under age 18)

<u>Permission Form</u>

I give permission for my daughter/son, to be administered an

individual intelligence or achievement test by

_____, a graduate student in the School of Education at The

University of Texas at Tyler. I understand the purpose of this evaluation is

instructional in nature and is being conducted only as a part of course

requirements, that the results will be kept confidential, and that the results

will not be used for placement or decision-making purposes. I further

understand that because the graduate student involved is just learning to

administer such tests, the results may not be reliable or valid; therefore, it

would be inappropriate to have the results discussed with me. I understand

that I may contact the instructor of the course, Dr. Frank Dykes at 903-565-

5772 should I have any questions or concerns.

Parent's or Legal Guardian's Signature: _____

Date:

_____

Telephone Number:

Child's Date of Birth:

Signature of Graduate Student:

Date:

School of Education
903-566-7133

**Adult (18 or
over)
<u>Permission
Form</u>**

I grant my permission to be administered an individual intelligence or achievement test by

_____, a graduate student in the School of Education at The

University of Texas at Tyler. I understand the purpose of this evaluation is

instructional in nature and is being conducted only as a part of course

requirements, that the results will be kept confidential, and that the results

will not be used for placement or decision making purposes. I further

understand that because the graduate student involved is just learning to

administer such tests, the results may not be reliable or valid; therefore, it

would be inappropriate to have the results discussed with me. I understand

that I may contact the instructor of the course, Dr. Frank Dykes at 903-565-

5772 should I have any questions or concerns.

Signature of Participant:

_____

Date:

_____

Telephone
Number:_____

Date of

Birth:_____

Signature of Graduate Student Conducting Assessment:

_____

Date:

_____